

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Ira A. Murphy School

Peoria Unified School District
7231 W. North Lane, Peoria, AZ 85345

- ☐ Excelling
- ☐ Improving
- ☒ Maintaining Performance
- ☐ Underperforming
- ☐ Extremely Small School

Principal: Mr. Brian Duguid
Schedule: 7:30 AM to 3:30 PM
Web Address: www.peoriaud.k12.az.us
E-mail: Unpublished or Unavailable

Grades: Pre-K-8
2002 Enrollment: 740
Phone: (623) 412-4475
Fax: (623) 412-4484

∨ School Overview ∨

Mission

The staff at Ira A. Murphy is committed to providing instruction that meets students' needs wherever that may be. We work in partnership with parents and the community to ensure students are successful academically, socially, and emotionally.

Organization and Philosophy

- w Differentiated instruction to meet needs
- w Team collaboration
- w Community involvement
- w Decision making based on students

Instructional Programs

- w Title I Services
- w English as Second Language Services
- w Special Education
- w Band (5th-8th grades)
- w Project Ideal (Gifted Services)
- w LEAP (1st Grade Reading Program)
- w Murphy Family Center
- w Pre School

School/Academic Goals

- w We implement school wide goals and action plans, that will promote student achievement on norm-referenced, criterion-referenced, and teacher-created assessments.
- w Reading goals are developed by each of our classroom teachers, as well as support staff. It is our goal at Ira A. Murphy that each child will read at grade level or make one year's growth.
- w Our goal in mathematics is to continue to increase scores on norm-referenced and criterion-referenced tests. Students in grade 5-8 are placed in a math class that is best suited to meet their needs to move toward success.
- w Students will continue learning about the six traits of writing and implement them in their writing. They will be able to write grade appropriate narrative and expository pieces and present them as is appropriate.

Enrollment

October 1, 2001 School Year Student Enrollment:	678
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	86

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

2 School Administrator(s)
 2 Non-certified Employee(s)
 4 Teacher(s)
 3 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

w Monthly meetings
 w Decision making on budget areas
 w Scholarships
 w Coordinate volunteer projects

▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	43.00
Other Professional Staff	8.00	Teacher Aide	7.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	4	0	0
4 to 6 years	7	0	0	0
7 to 9 years	1	2	0	0
10 or more years	10	6	0	0

▽ Shared Responsibilities ▽

School

Ira A. Murphy is committed to parents by communicating with them via positive phone calls home by administration, frequent phone calls home by teachers, monthly newsletters, and the distribution of district generated materials. We update our website frequently in order for parents to have up to date information. We set goals in compliance with district goals (10) and work to ensure that they are being met. We have begun a Family Center to assist parents with parenting and educational strategies.

Parents

The parents at Ira A. Murphy are part of the educational team. We know that we can educate students best if parents are involved in the educational process. It is our expectation that parents will get their students here on time, everyday ready to learn. As per our student handbook, we expect parents to comply with district and school procedures and policies, as well as academic expectations.

▽ Transportation Policy ▽

Students may ride the bus if they live 1 mile or more away from our campus. Currently the bus route includes 2 stops to and from school. Special education students who need transportation due to a physical disability are offered bus transportation upon request. Arrangements are made through administration.

▽ Calendar Information ▽

Number of Instruction Days:	177	First Day of School:	8/14/02
Average Daily Instruction Time:	7 hrs. 0 min.	Last Day of School:	5/20/03
Operates on Traditional Schedule			

Report Card Release Dates

10/24/02	1/8/03	3/12/03	5/20/03
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Additional Calendar/Report Card Information

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W 7-8 Technology Lab
W Media Center

W K-6 Technology Lab
W Multipurpose Room

Extracurricular Activities

W Student Council
W 7-8 Boys Flag Football
W 7-8 Boys and Girls Softball
W 5-8 Boys and Girls Track

W National Junior Honor Society
W 7-8 Boys and Girls Basketball
W 7-8 Girls Volleyball

School/Community Resources

W DES
W Lions Club
W Shriners
W Peoria Police Department

W Kids CARE
W County Health Department
W Peoria Fire Department

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- w Many teachers are recipients of Peoria Educational Enrichment Foundation grants. These grants help teachers provide additional opportunities for student learning.
- w We are a recipient of the Virginia Piper grant to help with our Murphy Family Center.
- w Our Future Cities team (7th and 8th graders) won the regional championship last year. They participated in the national competition last February in Washington DC.

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	11.8 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	1.9 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	15.1 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Pride of Peoria Certified Recipients	
Pride of Peoria Classified Recipients	

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	56	513	14%	20%	46%	20%
	State	58840	524	9%	17%	45%	29%
Writing	School	52	535	12%	13%	65%	10%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	56	509	7%	34%	45%	14%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.
A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	70	502	14%	26%	51%	9%
	State	61305	505	21%	20%	43%	15%
Writing	School	72	506	18%	22%	50%	10%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	78	480	22%	45%	9%	24%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	66	508	15%	24%	45%	15%
	State	57484	504	24%	20%	40%	16%
Writing	School	60	497	13%	37%	48%	2%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	65	490	14%	40%	28%	18%
	State	57734	459	39%	40%	14%	7%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	86	56	60	--	--	--
2	Reading	--	--	--	100	49	50	100	44	52	81	53	53	77	58	57
	Language	--	--	--	100	43	40	100	39	43	83	51	44	83	48	48
	Mathematics	--	--	--	100	61	51	100	50	55	84	70	57	84	74	61
3	Reading	96	41	47	100	46	47	100	40	48	88	50	50	76	47	50
	Language	99	35	49	100	51	51	100	49	54	88	58	56	74	57	57
	Mathematics	99	38	46	100	52	49	100	47	52	88	60	54	76	51	56
4	Reading	98	46	53	100	50	54	95	59	54	81	55	55	89	51	55
	Language	98	44	47	100	47	49	99	55	48	81	52	50	84	52	50
	Mathematics	98	44	51	100	50	54	99	55	55	82	69	57	90	58	58
5	Reading	88	45	51	100	50	51	84	49	51	93	55	51	80	51	53
	Language	93	34	42	100	42	44	96	42	45	92	50	45	80	50	47
	Mathematics	93	35	51	100	54	54	99	48	55	92	60	57	81	63	59
6	Reading	100	48	53	100	41	54	99	54	53	83	58	54	99	64	56
	Language	100	36	41	100	36	44	100	51	44	80	50	45	99	58	47
	Mathematics	99	47	57	100	42	59	100	52	60	81	67	63	99	73	65
7	Reading	80	52	52	100	53	53	89	50	52	89	57	53	84	52	55
	Language	87	53	52	100	56	54	92	58	54	89	57	55	81	57	58
	Mathematics	81	46	53	100	61	55	91	68	56	89	81	58	84	82	60
8	Reading	91	52	54	100	52	54	86	50	53	81	53	55	100	56	56
	Language	94	38	46	100	49	49	85	54	49	81	41	50	100	54	52
	Mathematics	88	45	52	100	57	54	84	58	56	80	79	58	100	85	59

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	68	37
Grades 3-4	71	68
Grades 4-5	64	67
Grades 5-6	86	88
Grades 6-7	58	91
Grades 7-8	78	87

*Less than 10 students matched

**No information available

***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our intervention specialist works daily with students and parents with crisis intervention. He uses a proactive approach to thwart problems before they begin. Our DARE Officer from the Peoria Police Department encourages students to stay away from drugs. We have developed a crisis management plan that we use review frequently. We utilize the help of a truancy administrator to keep students in school. Monthly and quarterly meetings are held to review maintenance policies and practices.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,780	\$1,899,645
Classroom Supplies	\$36	\$24,386
Administration	\$456	\$311,310
Support Services-Students	\$205	\$139,894
Other Support Services and Operations	\$784	\$535,688
Total Expenditures- All Categories 2000-2001	\$4,260	\$2,910,923

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Brian Duguid	(623) 412-4475	
Transportation Policy	Brian Duguid	(623) 412-4475	
Community Resources	Jeff Schoen	(623) 412-4475	
School Nutrition Programs	Alice Rosales	(623) 412-4479	
Parent Organization	Diane Saenz	(623) 412-4475	
Student Health/Nurse	Tonya Hall	(623) 412-4478	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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